

# Indiana's Response to Intervention Academy



K-2/k-2+ Project

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# Components to Consider

- ❑ Evidence-based core curriculum, instruction, & interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making

# Integrated System for Academic and Behavioral Supports

## Tier 3:

- Few Students
- Increased Frequency
- Longer Duration

*Services across tiers are fluid and data-driven*

**District/Community Team  
Building Core Team**

## Tier 2:

- Small Group

**Intense,  
Individualized  
Support**

**Building Core Team**

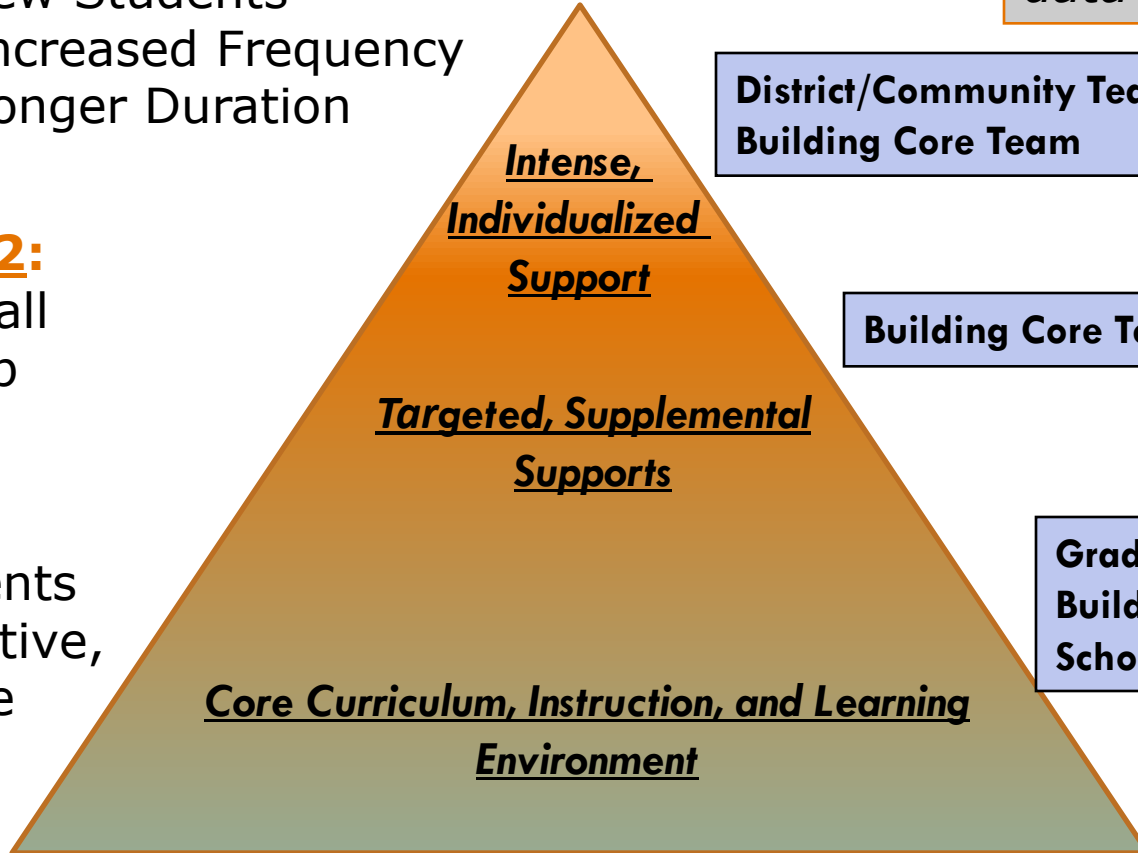
**Targeted, Supplemental  
Supports**

**Grade Level Teams  
Building Core Team  
School Improvement Team**

## Tier 1:

- All Students
- Preventative, Proactive

**Core Curriculum, Instruction, and Learning  
Environment**



## Preview: Connecting My Presentation to Indiana's Vision of RTI

- ❑ K-2/K-2+ is a 30 minute intervention that is given to student's daily in **addition** to their core curriculum.
- ❑ Small group setting
- ❑ Targeted skills
- ❑ Instruction is direct by DIBELS assessments.

# *Our District*

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- ▣ Fort Wayne Community Schools
  - 31, 419 student enrollment
  - 1,944 ELL students
  - 83 different languages
  - 47% of students are minority
  - 63% free/reduced lunch and textbooks
  - 20% special education population
  - ISTEP
    - ▣ Language Arts 61% passing
    - ▣ Math 64% passing



# *Who are we:*

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- ▣ Nebraska Elementary
  - 230 student enrollment
  - 91% free and reduced lunch
  - ISTEP
    - ▣ 61% passing-all grade/ Lang. Arts and Math



# *What is K-2/K-2+ project:*

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- It all began:
  - K-2 started in 2004
  - K-2+ started in 2005
- Reading intervention using SBRR recommendations for reading instruction
- Are part of FWCS Pyramid for Success, RTI model
- DIBELS assessments to guide instruction
- Program structure

# *Program Structure*

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- ❑ Daily 30 minute lesson
  - Outside the 90 minute literacy block
- ❑ Inside the General Education classroom
- ❑ Small group:
  - K-2 consists of 4 students
  - K-2+ consists of 4-6 students
- ❑ Focused instruction
- ❑ Instruction based on DIBELS assessment results
- ❑ Multi-Sensory activities
- ❑ Scaffolded instruction



# *Program within a Process:*

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District Literacy Model with Five Essential Components of Reading Instruction:

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension

# *Keys to Success:*

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- ❑ SBRR- Scientific Based Reading Research
- ❑ DIBELS- Dynamic Indicators of Basic Early Literacy Skills
- ❑ Ongoing Professional Development
- ❑ Monitoring for “drift”

# *DIBELS*

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- ▣ Used to screen students
- ▣ Monitor progress weekly
- ▣ Assessments used:
  - Phoneme Segmentation Fluency (PSF)
  - Nonsense Word Fluency (NWF)
  - Oral Reading Fluency (ORF)
    - ▣ 1<sup>st</sup> grade-6<sup>th</sup> grade
  - Retell Fluency (RTF)

[video](#)

## *The Data:* *(FWCS)*

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- ❑ Achievement gap between Special Education students and General Education students on the Lang. Arts portion of the ISTEP has narrowed 7 points between 2003 and 2008
- ❑ 42% of former Kindergarten K-2 students passed the 08/09 grade 5 English/Language Arts of the ISTEP+. This group included students Mild Mental Disabilities.
- ❑ A upward trend in the number of students identified as being learning disabled has been reversed.
- ❑ Disprotortionality of African American students in the special education category of mental handicaps.

# *The Data:*

## *(Nebraska)*

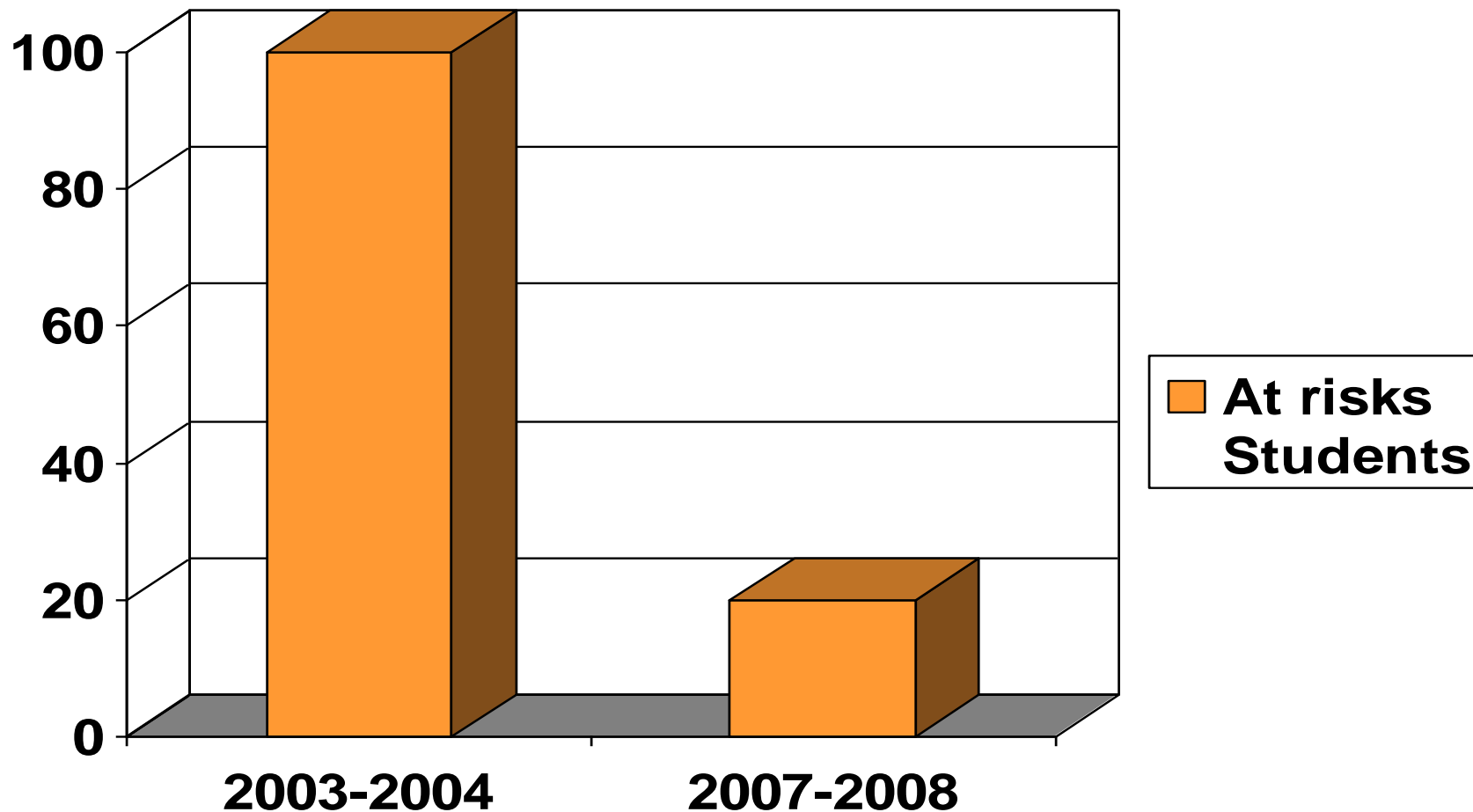
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- ▣ 63% (5 out of 8) who began the k-2 program in Kindergarten passed the Fall English Language Arts ISTEP.
- ▣ Decrease in Special Education numbers
- ▣ In 2003-2004, 100% of 2<sup>nd</sup> graders were at risk at the end of the year. In 2007-2008, only 20% of 2<sup>nd</sup> graders were at risk.

# *DIBELS Second Grade Summary Reports*

## *(percent of students at risk)*

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# Take Home: Connecting My Presentation to Indiana's Vision of RTI

- ❑ K-2/K-2+ is a 30 minute intervention that is given to student's daily in **addition** to their core curriculum.
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